



**Office of Field Services, Special Populations Unit**

# **ENGLISH LEARNER PROGRAM ENTRANCE AND EXIT PROTOCOL 2012**



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## INTRODUCTION



Dear English Learner Teachers and Administrators,

The Michigan Department of Education supports the efforts of local educational agencies in planning, implementing and evaluating high-quality instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instruction settings. English learners bring unique strengths, enrich classrooms and school districts' demographic composition, and face some linguistic and acculturation challenges. Meeting the needs of English learners is the result of a well-coordinated and collaborative effort of administrators, teachers, and support staff in each school building, across your district and statewide.

We have experienced inconsistencies across the state in terms of the process local districts use when determining English learner eligibility for English language acquisition programming. This situation violated several federal requirements and forced us to take a proactive approach. In 2011, we worked closely with the Title III/EL Advisory Committee and using the process described in Appendix A, the Title III/EL Team at the Office of Field Services and a sub-committee from the EL Advisory developed common program entrance and exit protocol requirements guided by Lau vs. Nichols, ESEA/NCLB including Title I, Part A, Title III (LEP and Immigrant) and Title VI of the Civil Rights Act of 1964. We sought input from staff at various local educational agencies and Intermediate School Districts (ISD's), finalized procedures for **common statewide Entrance and Exit Protocol (EEP)** and included them in this document.

The purpose of the common Entrance and Exit Protocol is to:

- Adhere to and apply federal requirements
- Accomplish objective 3.d of the Office of Field Services, Title III Strategic plan set forth by the English Learner Advisory Committee
- Provide a uniform and consistent method for determining eligibility for English Learner services to students who are identified as potentially Limited English Proficient based on the Home Language Survey across Michigan schools
- Ensure that English Learners are able to demonstrate proficiency in English and on state standardized assessments before they are exited from bilingual/ESL services and programs.

These Entrance and Exit Protocol will enable all districts to uniformly determine initial eligibility for Limited English Proficient (LEP ) services and exit or reclassify students as Formerly Limited English Proficient (FLEP). Specific instructional programming for the three levels of EL service, *basic/core, alternative language program and supplemental services* will continue to be defined by the local educational agency (LEA) who is responsible for compliance with all federal and state requirements.

The Entrance and Exit Protocol constitutes the official MDE road map for identifying and placing LEP/English learners in local English Language Acquisition and Alternative Language programs as well as for exiting them from such programs. As of the beginning of the 2012/2013 school year, the Michigan Department of Education expects **all** teachers and administrators to adhere to the protocol and procedures delineated in the EEP document. Our EL/Title III team will continue to provide professional development and support to the local programs in order to ensure full implementation of the required procedures.

The Michigan Department of Education-Office of Field Services would like to thank and acknowledge all those who contributed to the development, review and completion of this statewide common Entrance and Exit Protocol document. A list of the EL Advisory Committee members who were instrumental in providing feedback and suggestions toward completing this important document is included in Appendix A.

We look forward to a strong partnership with you that leads to improved programs for English learners in each and every classroom and district.

Sincerely,

Office of Field Services-The Title III/EL Program Team

Michigan Department of Education

## ENTRANCE AND EXIT PROTOCOL LEGAL CONTEXT



## Limited English Proficiency

There is a wealth of legal reference to English Learners, including their identification, instructional service and support. Three references that relate directly to the assessment of English Learners are included below.

Title IX of the Elementary and Secondary Education Act, No Child Left Behind (ESEA/NCLB), includes the definition of Limited English Proficiency which identifies those students to whom Title I and Title III requirements apply. The EDFACTS 2011 publication provides additional guidance on the interpretation of the ESEA/NCLB law.

## Legal Definition

The term "Limited English Proficient," when used with respect to an individual, means an individual:

- (A) Who is age 3 - 21;
- (B) Who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) Who was not born in the United States or whose native language is a language other than English;
- (ii)(I) Who is a Native American or Alaska native, or a native resident of the outlying areas; and
- (II) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  - (i) The ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) The opportunity to participate fully in society.

*NCLB/ESEA Title IX, Sec. 9101, (B) (25)*

To be classified as LEP, an individual must meet the criteria of A, B, C and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii).

*EDFACTS, 2011*

*The term **Limited English Proficient (LEP)** and **English Learner (EL)** are used interchangeably throughout this document. LEP is the term used in federal and state legal documents. EL is a common alternate term meant to counter the negative connotations of Limited English Proficient.*



## **Title I, Part A Section 1111: State Plans**

### *Legal Requirements*

Title I Law requires that all LEP students are assessed annually.

(b) Academic Standards, Academic Assessments, and Accountability –

- (7) Academic Assessments of English Language Proficiency - Each state plan shall demonstrate that local educational agencies in the state will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency.

*NCLB/ESEA Title I, Section. 1111, (b) (7)*

## **Title III Section 3116: Local Plans**

### *Legal Requirements*

Title III law requires local Title III plans to include scientifically based best practices that ensure LEP students acquire English Language Proficiency and achieve the state academic standards.

(d) Each local plan shall also contain assurances that –

- (2) the eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this grant;
- (3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children;
- (4) the eligible entity will ensure that the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards.
- (5) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with Sections 3126 and 3127.

*NCLB/ESEA Title III, Section. 3116, (d) (2-5)*

## ALTERNATIVE LANGUAGE SERVICE



## Alternative Language Program

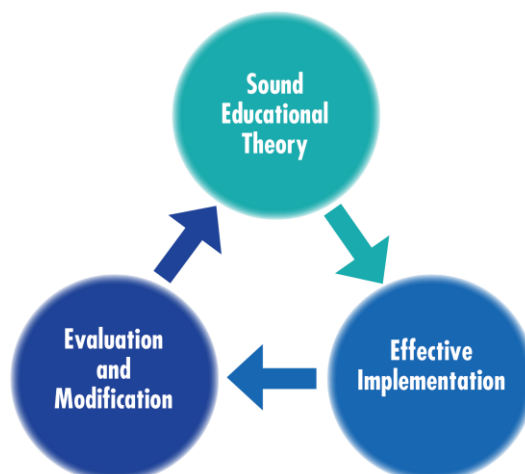
“Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

*From the Office of Civil Rights May 25, 1970 Memorandum*

Students who meet the protocol requirements for Limited English Proficient must be provided an **alternative language program**, in addition to the **basic/core** education services (adopted by the local board of education) that all students in the LEA receive. This alternative language program must provide meaningful access to the core curriculum and provide direct English language instruction.

The intensity of alternative language services provided is directly related to the individual student’s level of proficiency. The less English proficiency a student has, the more intense his or her program of alternative language services should be. The alternative language program could include research-based models such as bilingual education, ESL programs, and/or sheltered instruction. These federally-required alternative language program services ensure that ELs have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency.

Based on the Castañeda vs. Pickard Supreme Court ruling, three guiding questions are considered when designing a program for alternative language services:



- Is the programming based on **sound educational theory**?
- Is the program designed for **effective implementation** including, but not limited to adequate support, staffing, and resources?
- Is the program regularly **evaluated and modified** based on the findings?

**Supplemental services** are provided from other state and federal funds such as Section 31a, Title I, Part A, Title III (EL) and Title I, Part C (Migrant). These services may include additional direct English language instruction and/or additional support to ensure content area curriculum is meaningful, accessible, and comprehensible. Allowable activities vary by each funding source after evidence of the general fund provision for the alternative language program.

## **GUIDING PRINCIPLES FOR DESIGNING ALTERNATIVE LANGUAGE PROGRAMS**



## Guiding Principles

The following commonly recognized guiding principles should be considered when designing an alternative language program.

**Native language proficiency contributes to second language acquisition.** Literacy in the native language correlates positively with literacy in the second language. The knowledge and skills for academic content in one language, in addition to the transferable aspects of the language, are applied to the acquisition of English and the continued learning of new content.

**Language is functional.** Developing accurate and fluent listening, speaking, reading, and writing skills in English is essential for students to function proficiently in social situations (Basic Interpersonal Communication Skills, BICS) as well as learn challenging academic content throughout the curriculum (Cognitive Academic Language Proficiency, CALP).

**Language processes develop interdependently.** The acquisition of language skills (listening, speaking, reading, and writing) occurs simultaneously and interdependently as learners use English effectively in a variety of social and academic settings.

**Language acquisition occurs through meaningful use and interaction.** English Language Learners must have multiple authentic opportunities to use language to interact with others as they study meaningful and intellectually challenging content, and to receive feedback on their language use.

**Language acquisition is a long-term process.** Language acquisition occurs over time, with learners moving through developmental stages and gradually growing in proficiency at variable rates. Students may learn conversation skills related to social language more quickly than they acquire academic skills.

**Language learning is cultural learning.** To learn a new language is to learn a new culture. Patterns of language usage vary across cultures and reflect differences in values, norms, and beliefs about social roles and relationships in each culture.

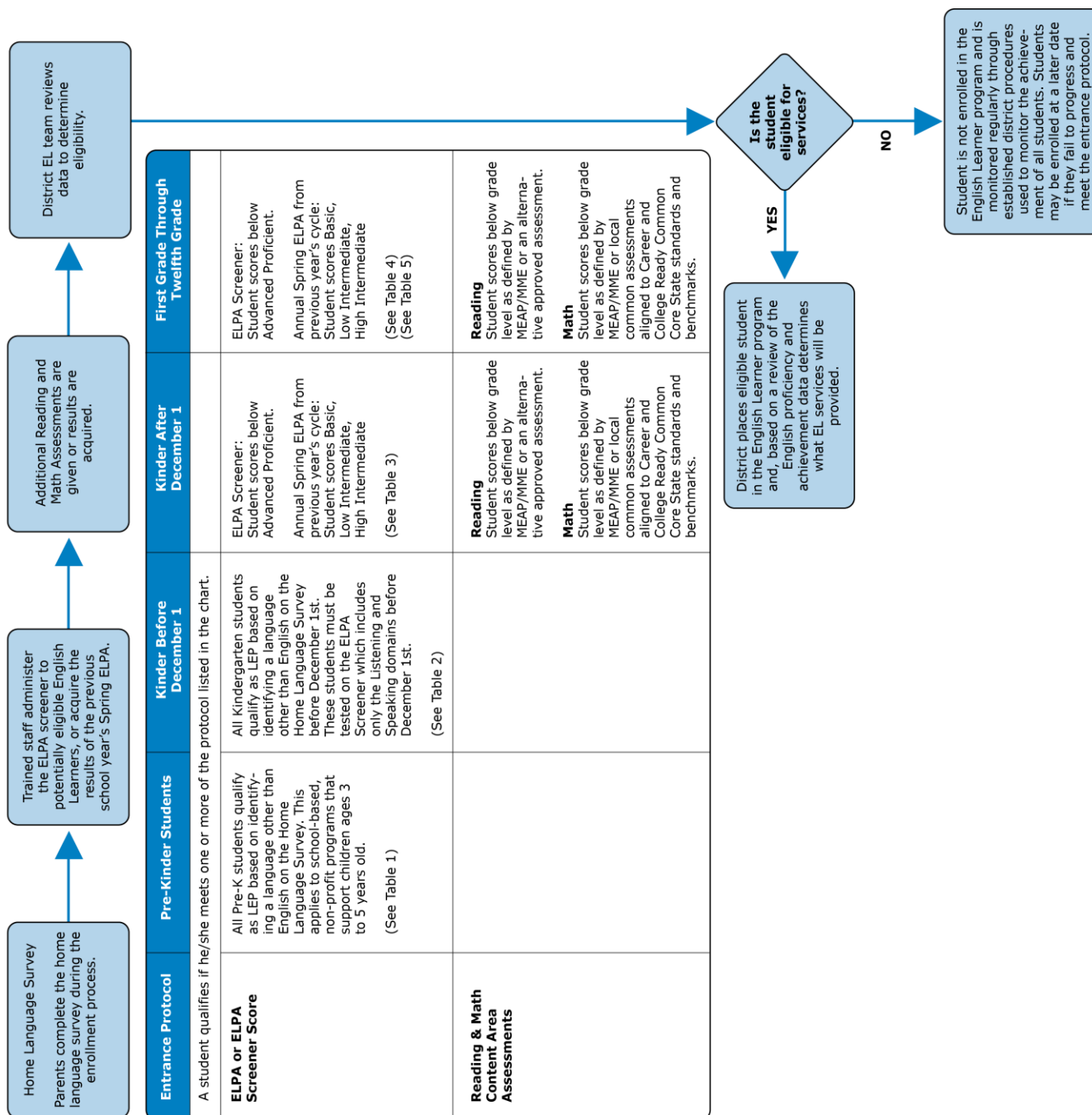
The guiding principles are found in more detail in Michigan's English Language Proficiency Standards.

[http://www.michigan.gov/documents/English\\_Lang\\_153694\\_7\\_ProficiencyStandards.pdf](http://www.michigan.gov/documents/English_Lang_153694_7_ProficiencyStandards.pdf)

## ENTRANCE PROTOCOL



## DETERMINING ELIGIBILITY WITH THE ENTRANCE PROTOCOL





## Entrance Protocol

English Learners are first identified by the Home Language Survey. To view the State Board of Education approved Home Language Survey, go to the MDE website and enter this address:

[http://michigan.gov/mde/0,1607,7-140-22709\\_40192---,00.html](http://michigan.gov/mde/0,1607,7-140-22709_40192---,00.html)

## Pre-K

Students are enrolled in the EL program based on the Home Language Survey as shown in Table 1 below. This applies to school-based, non-profit programs that serve three to five year old students. Programs are encouraged to use developmentally appropriate assessments of preschoolers' native and English language acquisition to establish a baseline and monitor progress in acquiring English. Pre-K EL students are served by the LEA following the same requirements that apply to K-12 English Learner students.

**Table 1: Entrance Protocol: Pre-K**

	Required Protocol
Grade Level	Home Language Survey
Pre-K	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to school-based, non-profit programs that support children ages 3 to 5 years old.

## K-12 Students

New students entering kindergarten through twelfth grade, including students who were previously enrolled in other states, are tested using the ELPA Screening. If the student was enrolled in another Michigan district, results from the full ELPA from the previous year's cycle are reviewed. EL students who score below Advanced Proficient (AP) on the ELPA Screening are eligible for the EL program.

## Kindergarten Before December 1st

Kindergarten students, including Young 5's, taking the ELPA Screening before December 1st are only assessed in two of the four domains: listening and speaking. The highest score they can receive on the ELPA Screening during this time is Proficient. Therefore, all kindergarten students enrolling before December 1st are enrolled in the EL program based on the Home Language Survey. These students are still required to be assessed using the ELPA Screening. These results, combined with developmentally appropriate assessments of the student's native and English language acquisition, as well as their performance on reading and math assessments, will determine the intensity of their alternative language services.

**Table 2: Entrance Protocol: Kindergarten (before December 1st)**

	Required Protocol
Grade Level	Home Language Survey
Kindergarten (Before December 1st)	All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1st. These students must be tested with on the ELPA Screening. These results will be used to place the student within the continuum of alternative language services provided within the LEA.

**Kindergarten After December 1st**

Kindergarten students, including Young 5's, taking the ELPA Screening after December 1st are assessed in all four domains: (listening, speaking, reading and writing). They qualify for services if **one** of the following protocol requirements is met for entrance into the program: if they receive a score below Advanced Proficient on the ELPA or if they are below grade level in reading or math. Kindergarten students who score Advanced Proficient (AP) on the ELPA Screening are qualified for services **or** the school may elect to administer one of the approved reading assessments listed in Table 3. The school must also collect evidence from local common assessment in mathematics that demonstrates the student is at or above grade level. Entrance Protocol requirements for kindergarten are summarized in Table 3.

**Table 3: Entrance Protocol: Kindergarten after December 1st**

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

	Required Protocol		
Grade Level	ELPA/ELPA Screening	Reading	Math
		Student scores below grade level as defined by the assessment.	
Kinder (after Dec 1st)	<p><i>ELPA Screening: Student scores below Advanced Proficient.</i></p> <p><i>Annual Spring ELPA from previous year's cycle: student scores Basic, Low Intermediate, High Intermediate</i></p>	<ul style="list-style-type: none"> <li>- AIMSweb – both CBM and MAZE subtests</li> <li>- DIBELS Next</li> <li>- Discovery Education Assessments</li> <li>- DRA2: Developmental Reading Assessment version 2</li> <li>- Fountas &amp; Pinnell</li> <li>- LAS Links: Language Assessment Scales</li> <li>- MLPP: Michigan Literacy Progress Profile</li> <li>- Star Early Literacy</li> <li>- Woodcock Muñoz Complete Battery 2005/2010 Editions</li> </ul>	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

## First and Second Grade

Students in first and second grade qualify for services if **one** of the following protocol requirements is met for entrance into the program: if they receive a score below Advanced Proficient on the ELPA or if they are below grade level in reading or math. First and second grade students who score Advanced Proficient (AP) on the ELPA Screening or on the full ELPA are qualified for services, **or** the school may elect to administer one of the approved reading assessments listed in Table 4. The school must also collect evidence from local common assessment in mathematics that demonstrates the student is at or above grade level. The Entrance Protocol for first and second grade is summarized in Table 4.

**Table 4: Entrance Protocol: First and Second Grade**

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

Grade Level	Required Protocol		
	ELPA/ELPA Screening	Reading	Math
		Student scores below grade level as defined by the assessment.	
First	<i>ELPA Screening: Student scores below Advanced Proficient.</i>  <i>Annual Spring ELPA from previous year's cycle: student scores Basic, Low Intermediate, High Intermediate</i>	<ul style="list-style-type: none"> <li>- AIMSWeb – both CBM and MAZE subtests</li> <li>- DIBELS Next</li> <li>- Discovery Education Assessments</li> <li>- DRA: Developmental Reading Assessment version 2</li> <li>- Fountas &amp; Pinnell</li> <li>- LAS Links: Language Assessment Scales</li> <li>- MLPP: Michigan Literacy Progress Profile</li> <li>- Star Early Literacy</li> <li>- Woodcock Muñoz Complete Battery 2005/2010 Editions</li> </ul>	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.
Second			

## Third Through Twelfth Grade

Students are eligible for services if **one** of the following protocol requirements is met for entrance into the program: if they receive a score below Advanced Proficient on the ELPA or if they are below grade level in reading or math. Third through twelfth grade students who score Advanced Proficient (AP) on the ELPA Screening or on the previous year's full ELPA may qualify for services based on this score, **or** the school may elect to review MEAP or MME reading and math scores to determine eligibility for EL services.

For grade levels administering MEAP writing, writing data should also be reviewed. Students scoring below proficiency on either the MEAP/MME reading or math tests qualify for EL services. For grade levels where MEAP/MME reading and math are not administered, an alternative test is required.

The use of science and social studies data in determining specific alternative language services is highly recommended. If students are not meeting the state standards in science or social studies, a designated LEA team should review multiple measures to determine the needs of the student in the content area.

This team should include, but not be limited to, a certified and endorsed Bilingual/ESL teacher. Suggested data measures include:

- ✓ Quarterly common assessments results.
- ✓ MEAP/MME.
- ✓ Grades from standards-based assessments.
- ✓ Teacher input on student's mastery of content standards.

The school must also collect evidence from local common assessment in mathematics which shows the student is at or above grade level. For ninth and tenth grades, which do not participate in MEAP or MME, and in cases where the student may not have taken MEAP or MME, the school may elect to administer one of the alternative required reading assessments listed in Table 5 and 6. If a student does not demonstrate grade level proficiency in reading and math, the student qualifies for the EL program.

**Table 5: Entrance Protocol: Third through Twelfth Grade**

A student qualifies if he/she meets one or more of the protocol requirements listed in the chart.

Grade Level	Required Protocol		
	ELPA/ELPA Screening	Reading (& Writing)	Math
		The student scores <i>not proficient</i> or <i>partially proficient</i> on one or more of the previous year's state standardized assessments, or below grade level as defined by the approved assessment listed. For alternative assessments used for evaluating entrance eligibility, see the table found in <i>Additional Recommendations</i> .	
Third	<b>ELPA Screening: Student scores below Advanced Proficient.</b>  <b>Annual Spring ELPA from previous year's cycle: student scores Basic, Low Intermediate, High Intermediate</b>	<b>MEAP</b> (or MEAP Access/MiAccess as applicable) <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing (4th &amp; 7th)</li> <li>• Math</li> </ul>	
Fourth			
Fifth			
Sixth			
Seventh			
Eighth			
Ninth		– Discovery Education Assessments – DRA Developmental Reading Assessment version 2 (6th – 8th) – Fountas & Pinnell (6th – 8th) – LAS Links: Language Assessment Scales – QRI-5: Qualitative Reading Inventory – SRI: Scholastic Reading Inventory – Scantron Performance Series – Star Reading – Woodcock Muñoz Complete Battery 2005/2010 Editions	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.
Tenth			
Eleventh		ELA Reading, Writing MME	Math MME
Twelfth		ELA Reading, Writing MME (from previous year)	Math MME (from previous year)

The reading assessments found in Table 6 are also recommended as resources for additional diagnostic information that may assist the LEA in determining placement in the alternative language program.

The reading assessments listed in Tables 2-5 and elected for use by the districts must include the reading comprehension subtests.

### Table 6: Entrance Protocol: Alternative Assessments to MEAP/MME and Sources of Additional Diagnostic Data

A student qualifies for the alternative language program if he/she scores Advanced Proficient (AP) or below on the ELPA Screening and does not perform at or above grade level on one of the alternative assessments listed below.

Grade Level	Program
K-2	AIMSweb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales MLPP: Michigan Literacy Progress Profile Star Early Literacy Woodcock Muñoz Complete Battery 2005/2010 Editions
3-5	AIMSweb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions
6-12	AIMSweb – both CBM and MAZE subtests (6th – 8th) Discovery Education Assessments DRA Developmental Reading Assessment version 2 (6th – 8th) Fountas & Pinnell (6th – 8th) LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions

Note: If a LEA is **not** currently using one of the alternative assessments listed in Tables 2 to 5, Title III money could be used to purchase and administer the additional reading assessment. Title III money may not be used to administer the annual ELPA or ELPA Screening.

If a student scores at Advanced Proficient (AP) level of the ELPA Screening and scores at grade level, but there are concerns based on classroom observation, students may be enrolled in the EL program, provided there is a teacher consultation by a certified and endorsed Bilingual/ESL teacher, and fully tested on the Annual Spring ELPA. Teacher input is an important factor in designing the alternative language program and determining what supplemental help a student may need. Documentation including concerns and subsequent follow-up is maintained in the LEA.

Students not qualifying for the EL program should be monitored to ensure academic achievement and may receive other support services.

## Additional Considerations

As districts apply the common Entrance Protocol, they may encounter the following special circumstances.

### In State Moves of FLEP Students

If a student was exited by another LEA within the state of Michigan and then enrolls in a new LEA, the receiving LEA must determine if the student is still at or above grade level in reading and math and if there are concerns about the student's English language proficiency.

Prior to June 2012, each LEA or consortium established its own protocol requirements for the entrance and exit of LEP students from the EL Program. Receiving LEAs have two choices when enrolling FLEP students from another LEA:

- FLEP students may re-enter the EL program if there are concerns or if the student is not demonstrating grade level proficiency in reading and math.
- The receiving LEA may uphold the sending LEA's exit status and monitor the FLEP student's progress as required by Title III.

### Students who do not *qualify* for the EL Program

A student who has been identified by the Home Language Survey for ELPA Screening, scores Advanced Proficient, and is at or above grade level in reading and math, does not qualify for the EL Program. This student is not coded in MSDS as LEP and does not take the full ELPA in the spring. The student is monitored for academic achievement and to ensure the student does not experience future failures as a result of their English language proficiency. The student may be identified for Title I or Section 31a services or be re-evaluated and enter the EL program at a later time.

## In Summary

Kindergarten through twelfth grade students identified by the Home Language Survey must be assessed using the ELPA or ELPA Screening. Students qualify for an alternative language program if they do not obtain an Advanced Proficient score on the ELPA Screening or do not perform at or above grade level in reading or math as measured by the approved assessments.

## Entrance Protocol Scenarios 1-4

The following scenarios are provided to assist in the application of the Entrance Protocol.

### Scenario 1

A new student enrolled in December. The family indicated on the enrollment form that a language other than English was the native language of the child as well as the primary home language. This was the student's first entry into U.S. schools.

The district inquired about previous school history and learned from the family that the student was enrolled in school for two years in her home country. She can read in her first language and the parents reported she was very successful in school. She was in 2nd grade.



#### *Action Taken:*

The district administered the ELPA Screening. The student scored at the Basic level.

#### *Result:*

The student qualified for alternative language services since at least one of the protocol requirements was met: score of Basic on the ELPA Screening. The district planned to administer a native language reading assessment and a translated math test to gather additional information on her content area achievement.

### Scenario 2

A fourth grade student enrolled in August in the same school he had attended since kindergarten. On the home language survey parents answered “a language other than English” to the question about native language, and “English” to the question about primary home language.



#### *Action Taken:*

The EL Teacher administered the ELPA Screening and the student scored Advanced Proficient. He had taken the MEAP during third grade and scored Advanced Proficient on the Reading and Math subtests.

#### *Result:*

The student is not eligible for alternative language services. He scored Advanced Proficient on the ELPA Screening and was above grade level in reading in math. He met zero of the three protocol requirements.



### Scenario 3

A new student enrolled in 6th grade from another state in October. The family indicated the native language of the child was other than English on the home language survey. The student has been in U.S. schools since kindergarten.

#### Action Taken:

The district administered the ELPA Screening. The student scored Advanced Proficient. The district administered the DRA2 Reading Assessment and learned that the student was two years below grade level in reading with patterns of decoding errors and limited comprehension. The district administered a local math assessment. The student scored 75% on the 6th grade assessment.



#### Result:

The student qualified for an alternative language program since he met at least one of the protocol requirements: below grade level performance in reading.

### Scenario 4

A 9th grade student enrolled in district A from another Michigan school district B in late August. The family indicated a language other than English was spoken in the home on the home language survey.



#### Action Taken:

District A contacted district B for the previous spring ELPA results and *alternative language service information*.

The student scored Proficient on the spring ELPA and was receiving biweekly support from a certified and endorsed ESL teacher and afterschool tutoring during the previous school year. District B also shared MEAP results from the previous fall MEAP results which showed she was Partially Proficient in reading and math.

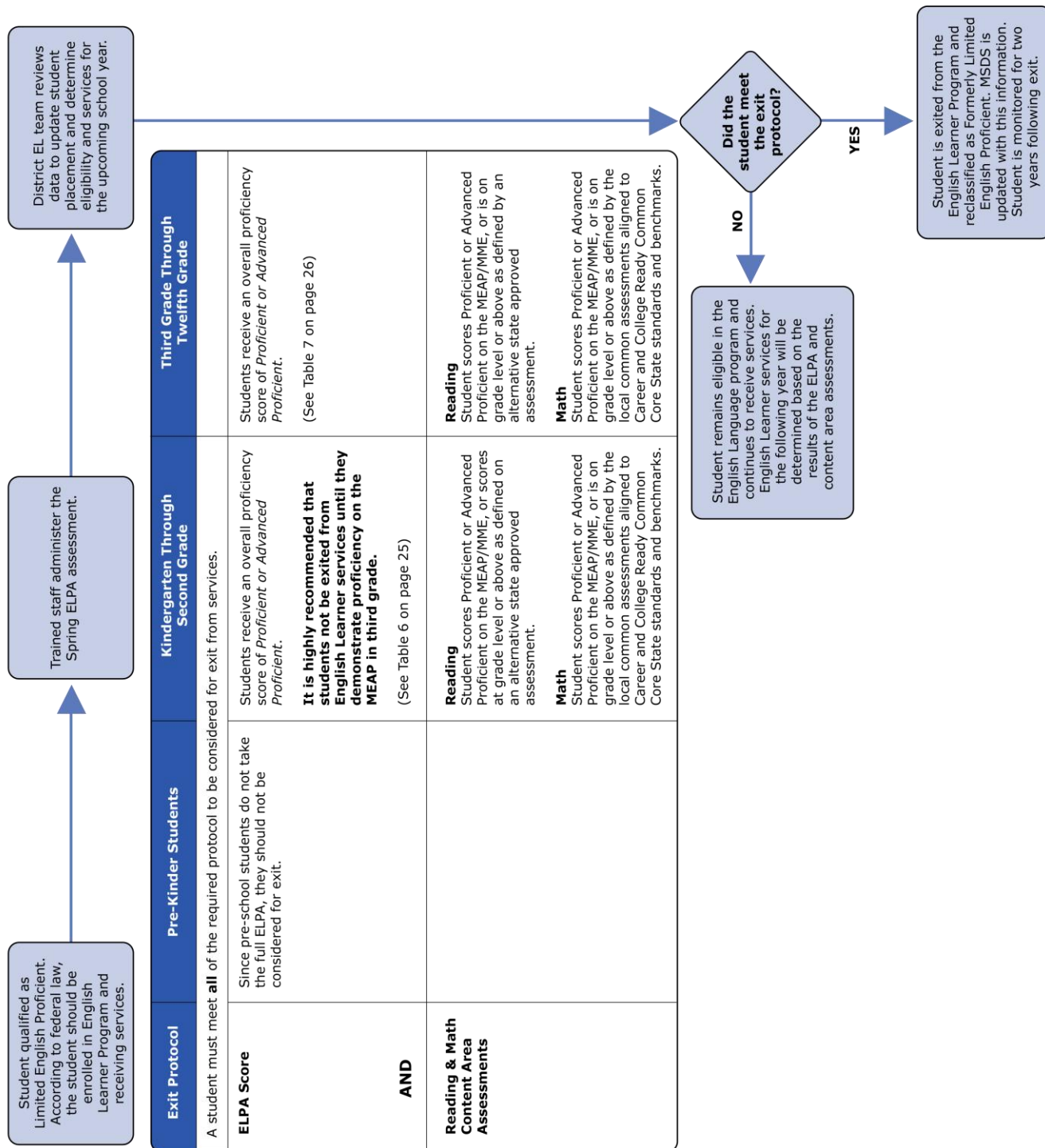
#### Result:

The student qualified for alternative language services since she scored Partially Proficient on MEAP and met two of the three protocol requirements.

## EXIT PROTOCOL



## APPLYING THE EXIT PROTOCOL



## Exit Protocol

Each summer, after the administration of the annual spring ELPA, LEAs review the results to determine student placement, student exit, and evaluate the effectiveness of the alternative language program and supplemental services.

All English Learners must receive an overall score for spring ELPA administration in order to be considered for exit from EL services. *(Important: See Additional Considerations on page 31 for the limited exceptions to this rule.)* Students are not exited by the ELPA Screening because it does not represent the full range of ELP standards.

Since **pre-school students** do not take the full ELPA, they should not be considered for exit.

## Kindergarten Through Second Grade

Students who score Proficient or Advanced Proficient on the ELPA must demonstrate grade level proficiency in reading and math. If a LEA chooses not to use one of the approved assessments for kindergarten (including Young 5's) through second grade, then students are not exited from the program until demonstrating proficiency on the ELPA and MEAP assessments in third grade. Assessments administered below third grade may not reflect the cognitive and linguistic complexity needed to successfully demonstrate academic language proficiency. Therefore, to prevent premature exit from the EL program that may make students susceptible to failure in a later grade, EL students must demonstrate proficiency with more cognitively and linguistically complex and demanding tasks.

LEAs are encouraged to continue to provide alternative language services until students have demonstrated proficiency on MEAP, which assesses these more complex cognitive skills. Consultation by a certified and endorsed Bilingual/ESL teacher with regular progress checks may be a component of the alternative language programming provided to Kindergarten through second grade students who have met all three protocol requirements, in lieu of exiting EL services.

### Table 7: Exit Protocol: Kindergarten through Second Grade

A student must meet **all** of the protocol requirements to be considered for exit from services.

Grade Level	Required Protocol		
	ELPA	Reading	Math
	Students receive an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	Student scores at or above grade level as defined by the assessment.	
Kinder		<ul style="list-style-type: none"> <li>- DIBELS Next</li> <li>- Discovery Education Assessments</li> <li>- DRA: Developmental Reading Assessment version 2 (1st &amp; 2nd)</li> <li>- Fountas &amp; Pinnell</li> <li>- LAS Links: Language Assessment Scales</li> <li>- MLPP: Michigan Literacy Progress Profile</li> <li>- Star Early Literacy</li> <li>- AIMSWeb – both CBM and MAZE subtests</li> <li>- Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>- <i>Gates McGinitie*</i></li> <li>- <i>ITBS: Iowa Test of Basic Skills*</i></li> <li>- <i>NWEA: Northwest Evaluation Association*</i></li> <li>- <i>Terra Nova*</i></li> </ul>	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.
First			
Second			

*\* Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion based) or both may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.*

### Third Through Twelfth Grade

Students who score Proficient or Advanced Proficient are considered for exit from EL programs. These students must demonstrate grade level proficiency in reading and math on Michigan's standardized assessments (MEAP or MME), or on an alternative approved assessment if MEAP/MME data is not available. At a grade level where a state standardized assessment is not administered, approved assessments are included for reading and math in the tables below. A student must perform at or above grade level in both reading and math to be considered for exit.

**Table 8: Exit Protocol: Third through Twelfth Grade**

A student must meet **all** of the required protocol requirements to be considered for exit from services.

Required Protocol			
Grade Level	ELPA	Reading	Math
		Scores at the proficient or advanced proficient level for the subtests. Student scores at or above grade level as defined by the assessment.	
Third	Students receive an overall proficiency score of <i>Proficient</i> or <i>Advanced Proficient</i> .	<b>MEAP</b> (or MEAP Access/MiAccess as applicable) <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing (4th &amp; 7th)</li> <li>• Math</li> </ul>	
Fourth			
Fifth			
Sixth			
Seventh			
Eighth			
Ninth		- Discovery Education Assessments - LAS Links: Language Assessment Scales - QRI-5: Qualitative Reading Inventory - Scantron Performance Series - Star Reading - SRI: Scholastic Reading Inventory - Woodcock Muñoz Complete Battery 2005/2010 Editions - <i>ACT PLAN/EXPLORE</i> * - <i>Gates McGinitie</i> * - <i>ITBS: Iowa Test of Basic Skills</i> * - <i>NWEA: Northwest Evaluation Association</i> * - <i>Terra Nova</i> *	Local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.
Tenth			
Eleventh		Reading, Writing MME	Math MME
Twelfth		Reading, Writing MME (from previous year)	Math MME (from previous year)

\* *Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion based) or both may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.*

### ACT Testing and Benchmark Scoring

Many Michigan districts are assessing middle and high school students using the ACT PLAN, or ACT EXPLORE assessments. All Michigan high school students are expected to take the ACT as part of the Michigan Merit Exam (MME). ACT® has provided the following benchmark scores for determining proficiency. These grade level benchmark scores are to be used in applying the Exit Protocol. Per ACT's representative, districts choosing off-grade level testing are to apply the grade level benchmark indicated in the chart, as ACT® does not provide off-level benchmarking.

	Composite Score Range	Minimum Score Necessary for Exit		
		Reading	English	Math
EXPLORE – 8th grade	1 to 25	15	13	17
EXPLORE – 9th grade	1 to 25	16	14	18
PLAN – 10th grade	1 to 32	17	15	19
ACT – 11th & 12th grade	1 to 36	21	18	22

**Exit Protocol: Alternative Assessments to MEAP/MME**

A student may be exited from the alternative language program if he/she scores Advanced Proficient (AP) and performs at or above grade level on one of the alternative assessments listed on the next page. The full battery of subtests for each assessment is required when using the alternative assessment to meet the protocol requirements for exit.

The alternative assessments to MEAP/MME reading include norm-referenced assessments as one multiple measure for exit protocol requirements only. Many LEAs reported using norm-referenced assessments in their end-of-year data reviews as they conducted their Comprehensive Needs Assessments. Since these assessments are given only once per year, they do not provide the timely, formative data that is needed to determine if a student initially qualifies for entry into the EL alternative language program. Therefore, the italicized norm-referenced assessments should be used only for exiting purposes.



**Table 9: Exit Protocol: Alternative Assessments to MEAP/MME and/or Additional Sources of Diagnostic Data**

Grade level	Assessment
K-2	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales MLPP: Michigan Literacy Progress Profile Star Early Literacy Woodcock Muñoz Complete Battery 2005/2010 Editions <i>Gates McGinitie*</i> <i>ITBS: Iowa Test of Basic Skills*</i> <i>NWEA: Northwest Evaluation Association*</i> <i>Terra Nova*</i>
3-5	AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions <i>Gates McGinitie*</i> <i>ITBS: Iowa Test of Basic Skills*</i> <i>NWEA: Northwest Evaluation Association*</i> <i>Terra Nova*</i>
6-12	AIMSWeb – both CBM and MAZE subtests (6th – 8th) DRA: Developmental Reading Assessment version 2 (6th – 8th) Discovery Education Assessments Fountas & Pinnell (6th – 8th) LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions ACT PLAN/EXPLORE* Gates McGinitie* ITBS: Iowa Test of Basic Skills* NWEA: Northwest Evaluation Association* Terra Nova*

\* *Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments are criterion referenced, or both norm and criterion reference, and may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.*

## Additional Considerations

Additional guidance is provided for the following circumstances that districts may encounter when exiting students.

### **Exiting students who also qualify for Special Education services and do not meet the common exit protocol requirements:**

When English learners have a disability, districts are required to provide both bilingual /ESL as well as special education services. Such students are not to be exited from the EL program until they meet the state exit protocol requirements. The current accommodations include requesting test waivers from the Bureau of Assessment and Accountability on a case-by-case basis. Additionally, the Michigan Department of Education (MDE) is working toward the adoption of an alternative State assessment that would better meet the needs of ELs with disabilities. The United States Department of Education is working with states to develop additional guidance in this regard.

The Michigan Department of Education (MDE) urges all district personnel to adopt a collaborative and comprehensive educational approach to identifying, assessing and placing ELs with possible disabilities. Such best practices should follow the OCR and IDEA guidance and requirements. (Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990)

When a referral is made of an English Learner to special education, MDE highly recommends that the Individualized Educational Plan (IEP) Team include a Bilingual/ESL certified and endorsed staff member in the pre-planning, planning and implementation phases of such process. This would include Response to Intervention (RtI) process that the LEA may utilize for determining pre-referral interventions.

### **Migrant Students who are not enrolled in Michigan schools during the Spring ELPA testing window:**

Migrant students who move outside of Michigan each year may not have the opportunity to take the full spring ELPA and receive an overall proficiency score that would make them eligible to be considered for exit from EL services.

To remedy this situation, and provide a means of exit for these migrant students who are not physically present in the state during the Spring ELPA Window, the following exception will be made for **Migrant students with a Qualifying Activity Date (QAD) that is less than one year old**. Migrant students with a QAD that is more than one year old will have had the opportunity to take the full spring ELPA and be considered for exit with their EL peers following the receipt of ELPA results to the LEA.

### **Process for migrant students with a QAD that is less than one year old:**

- Administer one of the secondary language tests on the list of approved assessments:
  - ✓ Woodcock Muñoz Complete Battery 2005/2010 Editions, or
  - ✓ LAS Links: Language Assessment Scales.
- If the student scores in the proficient range on the secondary language assessment
  - ✓ And is at or above grade level in Reading on MEAP, or an alternative approved assessment,
  - ✓ And the student demonstrates grade level or above performance on the local Math assessment.
- Then the student meets the requirements for exit and may be exited from the EL program using MSDS code 50: Proficient.
- Maintain records at the local level. This documentation may be requested by MDE for validation of exit status.

### **Students who are not physically present in Michigan during ELPA testing:**

EL students who are not physically present in the State of Michigan during the entire ELPA window have missed the opportunity to take the full spring ELPA and receive an overall proficiency score that would make them eligible to be considered for exit from EL services.

### **Process:**

- Administer one of the secondary language tests on the list of approved assessments:
  - ✓ Woodcock Muñoz Complete Battery 2005/2010 Editions, or
  - ✓ LAS Links: Language Assessment Scales,
- If the student scores in the proficient range on the secondary language assessment
  - ✓ And is at or above grade level in reading on MEAP, or an alternative approved assessment,
  - ✓ And the student demonstrates grade level or above performance on the local math assessment,
- Then the student meets the requirements for exit and may be exited from the EL program using MSDS code 50: Proficient.
- Maintain records at the local level. This documentation may be requested by MDE for validation of exit status.

### **In Summary**

Kindergarten through twelfth grade students are exited from the Alternative Language Services when they have demonstrated English Language Proficiency and academic achievement on state or local assessments of reading and math.

## Exit Protocol Scenarios 1-4

### Scenario 1

#### *Multiple Measures:*

A 2nd grade student scored at the Advanced Proficient level on the ELPA. The student took the DRA2, the chosen reading assessment for all second grade students in the district. He achieved the minimum score for demonstrating grade level proficiency. The school reviewed the student's district wide math assessment that is aligned to the GLCEs for second grade. He demonstrated grade level performance.

#### *Exit Decision:*

The district determined that the student would continue to receive alternative language services until demonstrating proficiency on the MEAP reading and math assessments in third grade.



### Scenario 2

#### *Multiple Measures:*

A 5th grade student received an overall score of High Intermediate on the spring ELPA assessment. Her MEAP scores from the fall were Partially Proficient in reading and Proficient in math.

#### *Exit Decision:*

The student did not meet two of the three protocol requirements for exiting the alternative language program. She qualifies for continued alternative language services in the upcoming year.

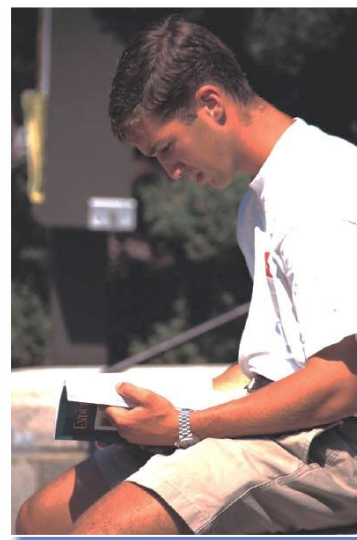
### Scenario 3

#### *Multiple Measures:*

A 9th grade student received an overall score of Advanced Proficient on the spring ELPA assessment. His MEAP scores were over a year old, but the student had ACT EXPLORE scores from the current year. The student scored a 13 on reading, 12 on English and a 15 on math.

#### *Exit Decision:*

Since the student did not obtain the minimum scores for demonstrating grade level proficiency in reading, English or math on the ACT Explore, the student remains eligible for alternative language services.



### Scenario 4



#### *Multiple Measures:*

An 11th grade student was assessed using the ELPA and received an overall score of Proficient. Her MME scores were proficient in **all** areas.

On July 2nd of the same year, she was exited from EL services and reclassified as FLEP (Formerly Limited English Proficient) since she demonstrated English language proficiency and grade level performance in reading and math.

#### *Exit Decision:*

The district EL Director and high school administrative team will monitor her progress during the next year. The FLEP monitoring will be for one year instead of the required two years because she will be in twelfth grade and is expected to graduate.

## FLEP MONITORING PROCESS



## FLEP Students

### Monitoring Process

- A designated LEA team including but not limited to a certified and endorsed Bilingual/ESL teacher should meet regularly to monitor FLEP student progress.
- LEAs should have a plan for monitoring FLEP students that utilizes state and local assessments to review individual student progress for two years once they are exited from services and classified as FLEP.

FLEP students are found to be succeeding if they are maintaining proficiency on state and local assessments which may include those referenced in the exit protocol. If FLEP students do not continue to meet these protocol requirements, or concerns about a student's academic progress are raised, a team that includes a certified Bilingual/ESL teacher should meet to discuss the student's data and causes for academic challenges. Then they should choose interventions which may include re-entry into the alternative language program.

- FLEP students experiencing difficulty may:
  - ✓ Be tested using the ELPA or ELPA Screening, and re-qualified for the EL program; and/or
  - ✓ Receive support from Title I or Section 31a or other support services based on the needs of the student.

### Inclusion of RtI Process

LEAs are strongly encouraged to use the RtI process to obtain ongoing formative assessment information to monitor each student's progress, both EL and FLEP, and identify potential areas needing instructional modifications and/or additional support. Such assessments should be used with ELs only if they are research-based, standardized and include a measure for comprehension.

## EVALUATING OTHER ASSESSMENTS FOR INCLUSION INTO PROTOCOL





### **Evaluating Other Assessments For Inclusion Into Protocol**

To request that additional assessments be reviewed for inclusion in the approved list for the Entrance and Exit Protocol, email the request to [OFSSpecialPops@michigan.gov](mailto:OFSSpecialPops@michigan.gov) along with the contact information of the person making the request, the name of the district requesting, the full name and publication date of the assessment, and an explanation of how the assessment results will support entrance and exit determinations.

For further questions or clarifications on the Entrance and Exit Protocol, please contact: Shereen Tabrizi, Manager of the Special Populations Unit/Title III Director, [OFSSpecialPops@michigan.gov](mailto:OFSSpecialPops@michigan.gov).

## APPENDIX A – THE EL ADVISORY COMMITTEE PROCESS



## Appendix A - The EL Advisory Committee Process

### Background

As part of the MDE strategic planning process, the Office of Field Services conducted an evaluation of its EL program and found that the Entrance and Exit Protocol presented implementation challenges. Districts did not have common standards, and therefore might fall short of meeting the federal and state requirements for these programs.

As a result of the self-evaluation, OFS sought input from the Michigan English Learner (EL) Advisory Committee to assist the OFS and MDE to ensure that all districts understood the law, its requirement and mandates. OFS sought to ensure that EL students received continuity of alternative language services and that they were not prematurely exited from EL programs. In order to accomplish this, there needed to be consistency in who qualified for EL services across districts. The EL Advisory Committee set this objective for OFS during the strategic planning process.

In January 2012, the EL Advisory committee set up a working subcommittee to determine where the challenges existed, and to develop a plan of action for making the Entrance and Exit Protocol easy to understand. This would ensure that the districts were meeting the requirement of the law, but more importantly, serving the students who were meant to be served.

### The Process

1. The sub-committee needed to understand current ELA practices.
  - a. Developed a survey to collect information. (See Survey Appendix B) Over one hundred entities including LEAs, Consortium Members, ISDs and Public School Academies (PSAs) participated in this survey.
  - b. Sub-committee members researched each of the assessments found through the survey results. The purpose was to determine what areas of reading the assessments included, what results were provided, to review the reliability and validity studies, and to see if they had done any specific research that included ELs. They entered this information into a database.
  - c. Subcommittee members reviewed:
    - i. Other states' practices
    - ii. Current research on language proficiency assessments
    - iii. Evaluations of current national practices by established research entities

2. They developed criteria for determining which assessments would be approved for reading as an alternative to MEAP and MME. They used federal and state guidelines as well as other state's best practices for direction.
3. Subcommittee recommended the common Entrance and Exit Protocol to the EL Advisory in August of 2011.
4. These recommendations were reviewed and presented a draft document of the common Entrance and Exit Protocol at a session at the Fall 2011 Special populations' conference.
5. The committee received feedback from participants, reviewed and where appropriate incorporated feedback into the draft document.
6. On April 2012 an updated Entrance and Exit Protocol was presented to the Advisory committee for final comments.
7. In May 2012 the Title III Memo from the Special Populations Unit Manager included a note urging district administrators to begin applying the common Entrance and Exit Protocol locally.

### Acknowledgement

The Michigan Department of Education and the Office of Field Services would like to thank and acknowledge the efforts, commitment and dedication of all those who participated in the development of this document.

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## APPENDIX B – COMMON ENTRANCE AND EXIT FOR EL's SURVEY





### **Common Entrance and Exit Criteria for English Language Learners**

Dear ELL Director/Contact person,

Michigan Department of Education must ensure eligible entities receiving Title III Part A sub grants assess the English proficiency of all limited English proficient children (LEP/ELLs) participation in the Title III, Part A program **{ESEA §3113(b)(3)(C)}**. Following such assessment, districts must have common procedures for identifying, placing and exiting eligible ELLs. MDE is required to monitor districts on how they admit and exit such students from Title III programs, provide necessary guidance or technical support and **develop a common and standardized template for student entry and exit procedures**. We are providing you with an opportunity to share your local criteria for placing and exiting ELLs before we finalize the required statewide procedures. Please fill out the forms below for each grade span, whenever applicable. A sample form of possible assessments and criteria is attached. We appreciate your cooperation.

**Name of School District:** \_\_\_\_\_

**ELL Director/Contact Information and Date of Completion:** \_\_\_\_\_

#### **Pre-Kindergarten – 2<sup>nd</sup> Grade**

##### English Language Proficiency Assessment

1. ELPA or ELPA Screener
2. Other: \_\_\_\_\_

##### Content Area Assessment

1. Reading
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Mathematics
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

##### **Procedure and Criteria**

Please describe in detail the procedures your district uses to determine **entrance** criteria to ELL programs.

\_\_\_\_\_

### Grades 3-8 and 11

#### English Language Proficiency Assessment

3. ELPA or ELPA Screener \_\_\_\_\_  
 4. Other: \_\_\_\_\_

#### Content Area Assessment

3. Reading  
     a. MEAP/MI-Access \_\_\_\_\_  
     b. \_\_\_\_\_  
 4. Mathematics  
     a. MEAP/MI-Access \_\_\_\_\_  
     b. \_\_\_\_\_

#### **Procedure and Criteria**

Please describe in detail the procedures your district uses to determine **entrance** criteria to ELL programs.

\_\_\_\_\_

### Grades 9-10, 12

#### English Language Proficiency Assessment

5. ELPA or ELPA Screener: \_\_\_\_\_  
 6. Other: \_\_\_\_\_

#### Content Area Assessment

5. Reading  
     a. \_\_\_\_\_  
     b. \_\_\_\_\_  
 6. Mathematics  
     a. \_\_\_\_\_  
     b. \_\_\_\_\_

#### **Procedure and Criteria**

Please describe in detail the procedures your district uses to determine **entrance** criteria to ELL programs.

\_\_\_\_\_



### Common Exit Criteria for ELLs

#### Pre-Kindergarten – 2<sup>nd</sup> Grade

##### English Language Proficiency Assessment

- 7. ELPA or ELPA Screener
- 8. Other: \_\_\_\_\_

##### Content Area Assessment

- 7. Reading
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
- 8. Mathematics
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

##### **Procedure and Criteria**

Please describe in detail the procedures your district uses to determine **exit** criteria to ELL programs.

\_\_\_\_\_

#### Grades 3-8 and 11

##### English Language Proficiency Assessment

- 9. ELPA or ELPA Screener \_\_\_\_\_
- 10. Other: \_\_\_\_\_

##### Content Area Assessment

- 9. Reading
  - a. MEAP/MI-Access \_\_\_\_\_
  - b. \_\_\_\_\_
- 10. Mathematics
  - a. MEAP/MI-Access \_\_\_\_\_
  - b. \_\_\_\_\_

##### **Procedure and Criteria**

Please describe in detail the procedures your district uses to determine **exit** criteria to ELL programs.

\_\_\_\_\_

**Grades 9-10, 12**English Language Proficiency Assessment

11.ELPA or ELPA Screener: \_\_\_\_\_

12.Other: \_\_\_\_\_

Content Area Assessment

11.Reading

a. \_\_\_\_\_

b. \_\_\_\_\_

12.Mathematics

a. \_\_\_\_\_

b. \_\_\_\_\_

**Procedure and Criteria**

Please describe in detail the procedures your district uses to determine **exit** criteria to ELL programs.

\_\_\_\_\_

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